DOCUMENT RESUME

ED 132 182 95 TM 005 897

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TITLE Cheating. An Annotated Bibliography.
INSTITUTION ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Oct 76
CONTRACT 400-76-0015
NOTE 39p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Cheating; Elementary Secondary Education; Higher Education; Tests

ABSTRACT

This 89-item, annotated bibliography was compiled to provide access to research and discussions of cheating and, specifically, cheating on tests. It is not limited to any educational level, nor is it confined to any specific curriculum area. Two data bases were searched by computer, and a library search was conducted. A computer search of the Educational Resources Information Center (ERIC) data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. Also searched by computer was Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. Over 800 journals, technical reports, monographs, and other scientific documents are regularly covered. All data fields in both data bases were searched for any form of the term, cheat. The ERIC data base was searched in October 1976. ERIC began collecting information for RIE in 1966 and for CIJE in 1969. At the time of the search, the data base was complete through September 1976. Psychological Abstracts was searched in October 1976, and the data base dates from 1967. A subject index is provided. (Author/MV)

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CHEATING

AN ANNOTATED BIBLIOGRAPHY

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Compiled by

Barbara M. Wildemuth

October 1976

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PREFACE

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ABOUT THE BIBLIOGRAPHY

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A computer search of the ERIC data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. Also searched by computer was Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. Over 800 journals, technical reports, monographs, and other scientific documents are regularly covered. All data fields in both data bases were searched for any form of the term, cheat.

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Journal articles (those entries appearing with an EJ number or otherwise identified as journals by the bibliographic citation) are not available from EDRS. However, most of these journals are readily available in college and university libraries as well as some large public libraries.

All entries are listed alphabetically by author and are numbered. An abstract, or in the case of most journal articles, a shorter annotation, is provided for each entry. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is also provided. Numbers appearing in the index refer to entries.

CHEATING

IN THE

TESTING SITUATION

1. Ackerman, Paul D. The Effects of Honor-Grading on Students' Test Scores. American Educational Research Journal, Vol. 8, No. 2, March 1971, pages 321-333. EJ 042 377.

   Three hundred seventy-seven students enrolled in five lower division psychology sections were used as subjects in this study of self-grading. Before each of the self-scoring tests, the experimental sections were given a brief but emotional "sermon" on the importance of not cheating. All tests were administered under the same conditions otherwise. A cheating questionnaire revealed a disproportionately greater frequency of cheating on the honor tests, though actual test performance was not significantly affected by self-grading. The present study also demonstrates the possibility of designing classroom environments in which students can be trusted.

2. Angoff, William H. The Development of Statistical Indices for Detecting Cheaters. July 1972. 25 pages. ED 069 687. MF $.76. HC $1.58.

   Comparison data on the Scholastic Aptitude Test (SAT), verbal and mathematical, were collected on pairs of examinees in three samples for later use in detecting instances of willful copying. Two of the samples were constructed with the knowledge that no examinee could possibly have copied from the answer sheet of any other examinee in the sample. The third sample was taken entirely from a single center believed to be free of cheating. In each sample the answer sheet of each examinee was compared with the answer sheet of every other examinee. Eight detection indices were developed and distributions were run for possible operational use in making future judgments regarding examinees who were actually suspected of copying. Covariance analyses between samples indicated statistical but not practical significance, and consequently it was judged that any one of the samples could serve the purposes of operational detection as well as either of the other two. Empirical tryout of the indices against known and admitted copiers gave some results which permitted the elimination of three of the indices from further use. Practical considerations removed a fourth, and further statistical study eliminated two others. The remaining two have been in successful operational use at Educational Testing Service for more than two years.

3. Blum, Stuart H. Group Test Administration: Promises and Problems. Educational Forum, Vol. 33, No. 2, January 1969, pages 213-218. EJ 001 784.

   Two major types or clusters of criticism seem to have materialized in conjunction with the increase in the use of group test administration, diversity of instruments available and technical progress. Issue has often been taken with the validity or appropriateness of multiple-choice and similar devices for the measurement of aptitude and achievement. The second focus of discontent centers on the impersonal treatment and lack of individuality associated with group tests. Though technical progress in the form of machine scorable answer sheets has aided the administration of group tests; the large number of administrative forms; the time required to fill out background information; problems of examinee

motivation on validity, reliability, and norming research; and the problems associated with test security and cheating must still be dealt with.

4. Boren, John J., and Brady, Joseph V. A Student Self-Grading Technique for Increasing the Didactic Value of the Classroom Exam. Psychological Record, Vol. 20, No. 4, Fall 1970, pages 443-444.

   A technique is described which permits students to grade their own exams immediately after the exam is completed. The technique prevents cheating, allows rapid confirmation of correct answers (relative to conventional grading practices), and saves the instructor considerable work.

5. Breiling, James P. Measurement of Test Cheating and Variables Differentiating Cheaters and Noncheaters. Dissertation Abstracts International, Vol. 31, No. 6A, December 1970, page 2732.

   The precision obtainable with a procedure for measuring cheating during a vocabulary test was examined. Half of a test consisted of nonsense disyllable (mock) item stems and half of legitimate stems. Since there were no inherently correct alternatives to the mock items, an improbably high number of "correct" answers on these items justified a statistical decision that pupils used an answer key which was available to them during the test but which they were told not to use. Legitimate items were alternate 1956 Iowa Tests of Basic Skills (ITBS) vocabulary items. Cheating identification on these items was possible for 654 of the 952 urban and rural Iowa sixth graders who comprised the experimental group. Cheating could be identified for those with 1970 ITBS vocabulary grade equivalents of 7.1 or less. Multiple regression analysis found that 1970 ITBS vocabulary achievement was the biggest contributor to the multiple coefficient. Multiple regression weights for area (urban and rural) and sex were also consistently significant, with males and urban location associated with more cheating. Teacher characteristics, pupil test anxiety, and pupil ratings on the ITBS made small contributions to the multiple regression coefficient, the weights of the variables generally not being significant.

6. Brodsky, Stanley L., and Jacobsen, Linda S. The Study of Deceptive and Antisocial Behavior in the Laboratory. September 1970. 19 pages. ED 043 894. MF $0.76. HC $1.58.

   Research on crime and delinquents is generally studying norm-violating behavior outside of its social context. Building on Hartshorne and May's use of situational tests, the authors sought to study the major contributing variables to norm-violating behavior in a laboratory setting. Two groups of subjects were used: (1) 116 male college students; and (2) 119 male maximum security military prisoners. Five situational paper and pencil tests were administered, as well as the Minnesota Multiphasic Personality Inventory (MMPI) scale four and an inquiry sheet. Two major variables were manipulated: (1) risk of being caught; and (2) pay incentive. Deceptive behavior was assessed by the improbable achievement

method. Results showed 10.3% of the students cheated, in comparison to 16.8% of the prisoners. Some variables were more significant than others. Further discussion centered on the implications of this kind of research and on natural setting laboratory-type investigations.

7. Bronzaft, Arline L., and others. Test Anxiety and Cheating on College Examinations. Psychological Reports, Vol. 32, No. 1, February 1973, pages 149-150. EJ 077 759.

   To determine the relationship between test anxiety and college cheating, 117 undergraduates who had previously completed the Alpert-Haber Achievement Anxiety Test were asked to grade their own classroom examination papers. Although subjects with low grades were more likely to cheat and to have greater debilitating test anxiety, no relationship between cheating and test anxiety was found.

8. Burch, Barbara A. Dishonesty as Expressed in the Attitudes and Behavioral Responses of Elementary and Secondary School Children in the Classroom Testing Situation. Dissertation Abstracts, Vol. 29, No. 6A, 1968, page 1671.

   It was the intent of this study to investigate cheating on classroom tests of both graded and nongraded types, along with attitudes and behavioral responses of elementary and secondary school children. Attitudes toward cheating, socioeconomic status, self concept level, intelligence scores, and average achievement were determined for 371 randomly selected students in grades 4, 8, and 12. The subjects were given both graded and ungraded tests in their English classes, and then allowed to check their own papers, which had been photocopied by the investigator. It was found that approximately one-third of all subjects cheated on the graded tests, and one-fourth on the nongraded tests; thirteen percent of the subjects cheated on both tests; subjects of high and low socioeconomic status cheated more frequently than those of average socioeconomic status on the graded test; more boys and girls cheated on the graded test; approximately one-fourth of all subjects who stated that they would "never" cheat on a test, actually did cheat; subjects felt that their peers cheated less frequently than they actually did cheat; and as subjects moved up the grade scale, there was an increasing tendency to find cheating on tests more "acceptable." Conclusions about the relationship between cheating and the importance of grades are discussed.

9. Clarke, Walter V. Who Gains When You Cheat on a Personality Test? Personnel Journal, Vol. 53, No. 4, April 1974, pages 302-303.

   Attempts to cheat in taking personality tests for employment are warned against. Modern tests are so constructed that cheating is almost impossible. More important, cheating may result in employing the wrong individual in an important position; this is costly for the organization and even more disastrous for the individual. Two case histories illustrate this kind of mistake.

10. David, Paul. Correlates of Cheating Behavior in a Ghetto Elementary School. Graduate Research in Education and Related Disciplines, Vol. 7 No. 1, Fall 1973, pages 35-63.

The relationship between academic cheating by 79 5th graders and sex, birth order, and school attendance was investigated. Two measures of cheating behavior were obtained on the basis of a vocabulary and an arithmetic test. Both tests were given twice and a cheating score, which consisted of the number of responses altered by the subject, was obtained for each test. Multiple regression analysis failed to support the hypotheses investigated. However, the results did indicate that boys tended to cheat more than girls on the vocabulary test. The lack of significant relationships is discussed in light of previous studies. It was concluded that although the results obtained were nonsignificant, they tended to be in the predicted directions.

11. Dermine, Ann M. Relationship Between Values and Behavior: An Experiment. Dissertation Abstracts International, Vol. 30, No. 12A, June 1970, page 5532.

The hypotheses that a positive relationship between values and behavior exists in children, and that such relationship will be stronger for older children, for higher achievers, for upper-middle-class children as compared to those of the working class, and, finally, for highly motivated children versus less motivated subjects were tested. The 265 fourth-through-seventh grade female pupils from two Montreal schools were given a questionnaire in which their value choices were recorded. In order to relate these recorded values to behavior, the subjects were given a so-called "intelligence test'. A week thereafter, they were allowed to make self-corrections of this "test" in a very permissive atmosphere. As invisible corrections of the children's tests had been made prior to the self-correction period, the behavioral choice could then be related to the value choices made earlier in the questionnaire. For this population, a positive relationship between values and behavior was found: those subjects who chose honesty over intelligence cheated less than those who chose intelligence over honesty. This general relationship, however, disappeared in situations where we purposely lowered the salience of "appearing intelligent" - thus lowering the subject's motivation toward the value of intelligence. It was found that the value-behavior relationship was stronger for older children than for younger ones. Our academic achievement hypothesis was reversed: the lowest achievers showed a higher value/behavior relationship than others. The data for the social class hypothesis were inconclusive. Several subsidiary findings are also presented.

12. Dienstbier, Richard A., and Munter, Pamela Osborne. Cheating as a Function of the Labeling of Natural Arousal. Journal of Personality and Social Psychology, Vol. 17, No. 2, February 1971, pages 208-213. EJ 034 546.

It was hypothesized that it is not emotional arousal per se which influences one to inhibit or avoid cheating, but one's interpretation

of the meaning and significance of that arousal. One hundred five naive undergraduates were told that this was a study of a vitamin supplement's effects on vision, and given one of two lists of side effects associated with the placebo pill. While waiting for the visual-perception task, subjects experienced failure on a vocabulary test, supposedly predictive of college success, and received an opportunity to cheat on the test by changing answers. It was anticipated that all subjects who considered cheating would experience some arousal, but subjects told to expect drug-induced side effects related to sympathetic arousal would not label their experienced arousal as fear or guilt, and would cheat more than subjects who anticipated benign side effects. Of subjects expecting arousal side effects, 49 percent cheated, as compared with 27 percent of the control subjects. Sex differences and implications for theoretical approaches to emotion and conscience are discussed.

13. Dolliver, Robert M., and Clark, James A. Status Faking on the SVIB-M. Journal of Vocational Behavior, Vol. 2, No. 1, January 1972, pages 47-55. EJ 051 326.

A study and replication of students faking interest in high status occupations on the Strong Vocational Interest Blank for Men was undertaken. In general, the faking was successful in shifting the specific target occupational scales and especially the occupational level scale. Other scales were affected, many with decisive upward or downward shifts. Demonstration is made of the extent to which the faking condition led to differences in the overall test results. Various aspects of the general problem of test faking are reviewed.

14. Einhorn, Jane W. The Relationship Between Small Group Ties and the Development of Cheating. Dissertation Abstracts, Vol. 28, No. 11A, 1968, pages 4705-4706.

Ninety-six predominantly white, middle-class children, half of whom were in the third grade, the other half in kindergarten were assigned to each of two groups of three children, one of which was highly cohesive, while the other was a low cohesive group. In each group, the children had the opportunity, working in privacy, to compete against one another for a prize on four paper-and-pencil tasks. The children marked their own papers unaware that, were they to change their answers during the marking period, their cheating could subsequently be detected. It was hypothesized, on the basis of Piaget's theory of moral development, that the degree of cheating would be inversely related to the age of the subjects. Another expectation from Piaget's theory was that the degree of group cohesiveness would be inversely related to cheating at eight, but not at five, years of age. It was found that five-year-olds cheated three times as much as did eight-year-olds and this difference was highly significant; the degree of cheating in five-year-olds was unaffected by cohesiveness, social acceptability or social mutuality; and the degree of cheating in eight-year-olds was affected by some of the variables in this study.

15. Einhorn, Jane. A Test of Piaget's Theory of Moral Judgment. Canadian Journal of Behavioral Science, Vol. 3, No. 1, January 1971, pages 102.113.

Piaget's theory that children's moral development is a function of their peer group experiences and age was tested. Forty-eight eight-year-old children, in sixteen cohesive and sixteen low-cohesive groups of three, competed for prizes on four paper-and-pencil tasks, unaware that their cheating could be detected. The procedure was repeated with 48 five-year-olds. Prior social experience was inferred from sociometric data. Findings were: (1) five-year-olds cheated significantly more than eight-year-olds, supporting Piaget's belief that moral autonomy increases between ages five and eight; (2) at age eight, but not at age five, cheating was an inverse function of the degree of cohesiveness, supporting Piaget's theory that group ties produce moral autonomy at age eight, but not at age five; and (3) prior social experience bore a significant inverse relationship to cheating at age eight, but not at age five.

16. Ellenburg, F. C. Cheating on Tests: Are High Achievers Greater Offenders Than Low Achievers? Clearing House, Vol. 47, No. 7, March 1973, pages 427-429. EJ 074 119.

The question of who is most likely to cheat, students with grade point averages of 85 or more, or students with grade point averages below 85, is examined in this paper. Forty-seven ninth grade students took a math test, and their answer sheets were photocopied; then the sheets were returned to the students to grade. Thirty-eight of the 47 students cheated, 21 with high grade point averages and 17 with low grade point averages.

17. Erickson, Maynard L., and Smith, Walton B. On the Relationship Between Self-Reported and Actual Deviance: An Empirical Test. Humboldt Journal of Social Relations, Vol. 1, No. 2, Spring-Summer 1974, pages 106-113.

The relationship between deviancy rates, as determined from direct observation of actual behavior, and self-reports of the same behavior was investigated. One hundred eighteen college students were given an opportunity to cheat by self-grading an examination. Forty-three percent of the subjects cheated (54 percent of the males and 35 percent of the females). Self-reports of cheating showed females less likely to admit deviance than males. No inflation of deviance was caused by self-reporting. No individual who did not cheat reported that he did, and the highest rates of self-reported cheating were among those who actually cheated most.

18. Fakouri, M. E. Achievement Motivation and Cheating. Psychological Reports, Vol. 31, No. 2, October 1972, pages 629-630.

The achievement imagery scale of the Iowa Picture Interpretation Test was administered to 154 undergraduates. When an opportunity for cheating on the examination was provided only 24 subjects cheated. The achievement motivation scores of cheaters and noncheaters were not different. Proportionally, there were more male cheaters than female. The noncheaters received significantly higher grades than the cheaters. It was concluded that achievement motivation is related to academic performance.

19. Feldman, Solomon E., and Feldman, Martin T. Transition of Sex Differences in Cheating. Psychological Reports, Vol. 20, No. 3, Pt. 1, 1967, pages 957-958.

In order to assess the differential change in the incidence of cheating by males vs. females during the high school years, a group of 81 seventh graders and 73 twelfth graders were allowed to score their own (previously scored) tests. By comparison to the seventh graders, twelfth grade males exhibited an increased incidence of cheating, whereas the females showed no corresponding increase. Cheating rates of twelfth graders were similar to those found in a previous study employing college students.

20. Fischer, Constance T. Level[illegible] Cheating Under Conditions of Informative Appeal to Honesty, Public [illegible]ion of Value and Threats of Punishment. Journal of Educational Rese[illegible] Vol. 64, No. 1, September 1970, pages 12-16. EJ 025 347.

Conditions conducive to minimal classroom cheating were examined. One hundred thirty-five 4th-6th graders were given the opportunity to cheat on a 60-item general achievement test. Subjects were assigned to five experimental conditions: (1) control, (2) informative appeal to honesty, (3) public affirmation of the value of not cheating, (4) value-relevant threat of punishment, and (5) non-value-relevant threat of punishment. A majority of subjects cheated under conditions 1 and 2, but a significant decrease occurred in the last three conditions. No significant differences were found between the cheating under the last three conditions. In view of other studies and developmental theory, public affirmation of the value of not cheating is suggested as the preferable classroom technique for minimizing cheating.

21. Flowers, John V. Behavior Modification of Cheating in an Elementary School Student: A Brief Note. Behavior Therapy, Vol. 3, No. 2, April 1972, pages 311-312. EJ 059 080.

Cheating behavior in a sixth grade girl that had gone on for at least five years was successfully terminated by reinforcement of an accurate self-evaluation. Following six weeks of treatment, all teacher and fellow student reports of cheating ceased. Follow-up for fourteen weeks indicated no further cheating.

22. Homant, Robert, and Rokeach, Milton. Value for Honesty and Cheating Behavior. Personality: An International Journal, Vol. 1, No. 2, Summer 1970, pages 153-162.

Four field-experimental studies to examine the relation between values for honesty and behavior in a cheating situation were conducted. One hundred ninety-three sixth graders were tested under varying conditions of motivation to cheat and salience of honesty. Correlations between subjects' values and their behavior, though low, were statistically significant. Contrary to dissonance theory, there was little evidence that values subsequently changed to become more consistent with behavior. Evidence was found that subjects who behaved very dishonestly valued honesty more highly than did subjects who behaved somewhat less dishonestly. Reasons for this are suggested.

23. Huang, Yau-Huang. Resistance to Temptation as Related to the Level of Anxiety. Bulletin of Educational Psychology, Vol. 6, June 1973, pages 45-56.

Two hypotheses were tested concerning the relationship between anxiety level and resistance to temptation: (1) anxiety level is negatively correlated with resistance to temptation, and (2) high or low anxiety level is significantly different from resistance to temptation. Subjects were 78 veterans (mean age 44 years) in an introductory psychology class. The level of anxiety was measured by the Manifest Anxiety Scale and the Objective-Analytic Anxiety Battery. Resistance to temptation was computed from the difference between self-scoring and teacher's scoring on a mid-term exam. Results confirm both hypotheses.

24. Johnson, Charles D., and Gormly, John. Achievement, Sociability, and Task Importance in Relation to Academic Cheating. Psychological Reports, Vol. 28, No. 1, February 1971, page 302. EJ 037 498.

Behaviorally measured cheating in relation to self-report data on academic activity, social participation, and future plans among 27 ROTC upperclassmen was examined. One third of the subjects cheated on a difficult novel associations test. In relation to noncheaters, cheaters showed greater social participation and were more likely to intend to be career officers. Cheaters were not, however, significantly different from noncheaters on achievement variables.

25. Krebs, Richard L. Teacher Perceptions of Children's Moral Behavior. Psychology in the Schools, Vol. 6, No. 4, 1969, pages 394-395.

A random sample of 132 sixth graders was used to test the impression that teachers see girls as more moral than boys and to assess the accuracy of these perceptions. There were no significant differences between boys and girls on three test situations where cheating was possible. Teachers did perceive girls to be more moral than boys.

26. Leveque, Kenneth L., and Walker, Ronald E. Correlates of High School Cheating Behavior. Psychology in the Schools, Vol. 7, No. 2, April 1970, pages 159-163. EJ 018 313.

The study sought: (1) to assess the incidence of cheating in a large high school sample; (2) to evaluate the relationship between socioeconomic level and cheating; (3) to ascertain whether teachers have the ability to predict cheating behavior; and (4) to replicate previous findings regarding the relationship between cheating, and both grades and IQ. The correlates of cheating behavior of 336 high school boys on a geometry test were studied. Results support the general findings of previous investigations, i.e., students, when given the opportunity, will tend to cheat. Teacher ratings of student honesty and cheating score correlated at .42.

27. Lord, Frederic M. A Statistical Test for Cheating. April 1974. 9 pages. ED 095 224. MF $0.76. HC $1.58.

A statistical test for cheating is developed. The case of a single examinee who has taken parallel forms of the same selection test on

three occasions, obtaining scores x, y, z, is used to illustrate the development. It is assumed that each score is normally distributed with the same known variance, that is, the variance of the errors of measurement. These scores are further assumed to be distributed independently, since each score differs from its mean (true) value only because of errors of measurement. Based on these assumptions, a significance test is presented to indicate evidence of cheating. Mathematical derivations for the test of significance are presented as well as a numerical example.

28. McIntire, Walter G. A Comparative Study of Selected Personality Characteristics of Students Who Cheat and Do Not Cheat in an Academic Situation. Dissertation Abstracts, Vol. 29, No. 8B, 1969, pages 3079-3080.

Sixty-four students, classified into eight groups, were given the opportunity to grade their own hour examination and to report their grade on it, after it had been scored unknown to them by an IBM test scoring process. The eight groups were established according to cheating behavior, sex, and instructor. The major findings were that no significant differences between groups occurred on twenty of the scales of the instruments used. Of the scales yielding significant differences, the Achievement scale of the Edwards Personal Preference Schedule (EPPS) and the Mood scale of the Minnesota Counseling Inventory (MCI) discriminated between cheaters and noncheaters regardless of sex or instructor. Cheaters had a lower need for achievement as measured by the EPPS and a higher score on the Mood scale of the MCI, in the direction of pessimism.

29. Millham, Jim. Two Components of Need for Approval Score and Their Relationship to Cheating Following Success and Failure. Journal of Research in Personality, Vol. 8, No. 4, December 1974, pages 378-392.

Fifty males and 41 female undergraduates completed a simulated "intelligence test" on which they were given bogus feedback indicating that they had either met college norms or had failed substantially to meet norms. Immediately following was a period in which subjects could modify their scores and believe that their modification would go undetected. The relationship of need for approval to "cheating" and amount of "cheating" was analyzed. Need for approval was measured by the Marlowe-Crowne Social Desirability Scale. Results support an "avoidance" interpretation of approval motivation. Two separate components of need for approval score were identified and found to be differentially related to avoidance behavior for men and for women.

30. Mulcahy, Gloria L. The Relationship Between Overt Verbal Attitude Responses Toward Cheating Behavior, Achievement Needs and Cheating on Test Items. Dissertation Abstracts, Vol. 28, No. 11A, 1968. pages 4488-4489.

The purpose of this study was to investigate the relationship between overt verbal attitude responses of college students toward cheating behavior, achievement needs, and cheating behavior on test items, and

to determine the relationship between grades and/or the number of errors made on an exam and cheating or noncheating behavior. Thirty-three cheaters and thirty-three noncheaters were provided with an opportunity to exhibit cheating behavior in a classroom setting while correcting their own examination papers after a copy of their original responses were surreptitiously recorded. There were no differences in verbal attitude responses toward cheating behavior between subjects who exhibited cheating behavior and those who did not. There were no differences in achievement needs between subjects who exhibited cheating behavior and those who did not. There were differences in the number of errors made by subjects who exhibited cheating behavior and those who did not. There were no differences in grades between subjects who exhibited cheating behavior and those who did not. There were no differences in cheating and non-cheating behavior between subjects who scored high and low on a verbal (written) measure of attitudes toward cheating. There were no differences in cheating and non-cheating behavior between subjects with high and low need achievement scores.

31. Oles, Henry J. A Leak in Test Security. Psychological Reports, Vol. 37, No. 3, Pt. 1, December 1975, pages 921-922.

    Results of a study to determine if publishers' test manuals, designed to accompany various basic college textbooks, could easily be obtained by students using fictitious names, university stationery, and a campus box number suggest that the validity of any test will be seriously impaired if simple precautions are not taken to ensure against its unauthorized availability.

32. Olson, Roy A. The Effects of Teacher Educational Attitude, School Location, and Sex on the Incidence of Cheating Behavior in the Test Situation. Dissertation Abstracts International, Vol. 31, No. 6A, December 1970, page 2743.

    This study investigated the variables of school area location (rural, upper-urban, and lower-urban), teacher educational attitude, and sex variables in relation to cheating incidence. The subjects were sixth grade students of teachers randomly selected from six teacher-pools based on a two variable design: (1) high progressive and low progressive educational attitudes and (2) rural, upper-urban, and lower-urban school location. A technique that involved assessment of cheating during the test situation was used in this study. The test was a 50 item, six choice vocabulary test which contained 24 mock words. The test was constructed from items of the Iowa Tests of Basic Skills Vocabulary subtest, 1956 edition, grade six and higher. Cheating was measured by the number of correct responses on the 24 mock items. School location, teacher attitude and student's sex had no significant effects. Secondary research questions involving teacher age, academic and years of experience as related to cheating were also investigated. They too failed to yield significant results.

33. Schwartz, Shalom H., and others. Some Personality Correlates of Conduct in Two Situations of Moral Conflict. Journal of Personality, Vol. 37, No. 1, 1969, pages 41-57.

The value of distinguishing between personality characteristics uniquely responsive to the moral aspects of decisions and those responsive to non-morally relevant cues in decision-making situations was examined. Subjects participated in two experimental situations intended to arouse moral conflict: (1) a group-administered vocabulary test providing a temptation to cheat, and (2) a puzzle task in the company of an accomplice who varied pressure to be helpful. Level of moral thought, which represented morally relevant characteristics, was associated with morally desirable conduct in both situations, as predicted. Need for achievement related positively to not cheating but negatively to helpfulness, and need for affiliation was associated positively with helpfulness but unrelated to cheating.

34. Shelton, Lawrence G. The Role of Anxiety and Social Comparison in the Instigation of Cheating. Dissertation Abstracts International, Vol. 31, No. 7B, January 1971, page 4371

Cheating in achievement situations was interpreted as an avoidance response serving to avert negative consequences contingent upon inadequate performance. The study incorporated experimental manipulation of the probability of unfavorable comparison and investigation of the relation of achievement anxiety to cheating. As predicted, achievement anxiety and expectancy were correlated negatively, indicating that anxious subjects expect to do relatively less well than less anxious subjects in performance situations. A curvilinear rather than linear relation between test anxiety and cheating was found, with the greatest proportion of cheaters coming from the middle range of the test anxiety distribution. Also contrary to prediction, achievement expectation was correlated positively with cheating. Cheating was most common among subjects with moderate anxiety and high performance expectation. The measures of nonacademic achievement anxiety and expectancy were not related to cheating.

35. Sherrill, David, and others. Classroom Cheating: Consistent Attitude, Perceptions, and Behavior. American Educational Research Journal, Vol. 8, No. 3, May 1971, pages 503-516. EJ 040 311.

Based on a generalized consistency model, differential attitude toward and perceptions of classroom cheating were hypothesized relative to behaviorally defined cheater/noncheater groups. Analyses of paper-and-pencil attitude and perceptual data provided by 193 college undergraduates (each of whom had been afforded the opportunity to cheat on each of three test-scoring occasions and, as a result of his behavior, classified as a cheater or noncheater) led to the conclusion that attitude, perceptions, and behavior were largely consistent. Specifically, cheaters (as opposed to noncheaters) were found to evidence a more positive attitude toward cheating, exaggerate their own number, report a higher average unit of cheating, and evidence less concern about classroom cheating.

36. Sherrill, David, and others. Seating Aggregation as an Index of Contagion. Educational and Psychological Measurement, Vol. 30, No. 3, Autumn 1970, pages 663-667. EJ 025 366.

In a situation where cheating increases, the students most apt to become cheaters are those seated adjacent to identified cheaters. In all cases, cheaters tend to voluntarily seat themselves adjacent to one another rather than seating themselves adjacent to noncheaters. The voluntary isolation appears to persist even as cheating increases or decreases.

37. Singh, Udai P., and Akhtar, Syed N. Personality Variables and Cheating in Examinations. Indian Journal of Social Work, Vol. 32, No. 4, January 1972, pages 423-428.

The Hindi version of an adaptation of the Maudsley Personality Inventory, measuring Neuroticism and Extroversion was administered to 440 college students suspected of cheating in final exams, and to 440 college students not suspected. It was found that violators have higher neuroticism and higher extroversion scores. There is a dicussion of the findings. It is felt that Eysenck's conclusions that psychopaths and criminals are high on neuroticism and extroversion, are supported.

38. Smith, Charles P., and others. Moral Decision Making: Cheating on Examinations. April 1971, 25 pages. ED 053 406. Mf $0.76 HC $1.58.

Two achievement-related motives are considered: (1) the motive to achieve so as to obtain a sense of accomplishment; and (2) the motive to avoid failure in order to avoid the negative feelings that accompany failure. It is hypothesized that a student with high achievement motivation should seek the satisfaction of earning a good grade and should tend not to cheat, but rather to prepare for an examination. Motivation to avoid failure is hypothesized to be positively related to frequency of cheating and negatively to advance preparation for an examination. Preliminary studies to determine whether satisfactory self-report measures of cheating could be devised are described. The method, which utilized 44 male and 68 female undergraduates, is described and included administration of a group thematic apperceptive measure of Need for Achievement, the Test Anxiety Questionnaire, and a questionnaire on cheating. Information on age, sex, religion, draft status and grade-point average was requested, and an index of previous cheating frequency obtained. Among the numerous results, modest support for the hypotheses was provided where male students, but not female students, are concerned. This or a similar paper is also available in Journal of Personality, Vol. 40, No. 4, December 1972, pages 640-660.

39. Tittle, Charles R., and Rowe, Alan R. Research, Fear and the Student Cheater. Change, Vol. 6, No. 3, April 1974, pages 47-48. EJ 094 781.

Deterrence hypotheses were tested by assessing the relative effects of a moral appeal and a sanction threat on college classroom cheating. The moral appeal was found to have no effect, but a clear and substantial impact was observed for the sanction threat. The sanction threat was found to be most effective in deterring cheating among females and least effective among those who had the greatest incentive to cheat. Applicability of the findings to deterrence theory is discussed.

40. Vitro, Frank T. The Effects of Probability of Test Success, Opportunity to Cheat and Test Importance on the Incidence of Cheating. Dissertation Abstracts International, Vol. 30, No. 9A, 1970, page 3806.

This study was an attempt to investigate the incidence of test cheating under various conditions of the test situation. Twenty-four fifth and sixth grades (611 pupils) were randomly assigned to each of eight treatment conditions formed by various combinations of the following variables: high or low probability of test success, high or low opportunity to cheat, and high or low test importance. Cheating was determined by the pupils' scores on a multiple choice vocabulary test which contained 25 nonsense syllables ("mock" items) and 25 legitimate vocabulary words. The major results included: (1) no significant difference in the incidences of cheating for males and females; (2) instructions relating low probability of test success resulted in more cheating than those relating high probability of test success under certain conditions; (3) groups provided high opportunity to cheat had a higher incidence of cheating than groups with low opportunity to cheat when there was low probability of test success and high test importance; (4) high test importance groups cheated more than low test importance groups when there was high opportunity to cheat and low probability of test success; and (5) and low test importance groups cheated more than high test importance groups when there was low opportunity to cheat and low probability of test success.

41. Vitro, Frank T., and Schoer, Lowell A. The Effects of Probability of Test Success, Test Importance, and Risk of Detection on the Incidence of Cheating. Journal of School Psychology, Vol. 10, No. 3, September 1972, pages 269-277. EJ 069 283.

The incidence of test cheating under various situational conditions was investigated. Six hundred eleven 5th and 6th graders were randomly assigned to treatment conditions formed by all possible combinations of the three variables being studied: high or low probability of test success, high or low risk of detection, and high or low test importance. The highest incidence of cheating occurred in groups under the combination of conditions of low probability of test success, low risk of detection, and high test importance. Results are discussed in terms of the extent of risk (of being caught cheating) vs. the extent of the payoff (i.e., avoiding failure) as they each affect test cheating.

42. Wilkinson, Judith M. The Relation of Two Variations of Classroom Conditions, Attitudes Toward Cheating, Level of Self-Actualization, and Certain Demographic Variables to the Cheating Behavior of College Students. Dissertation Abstracts International, Vol. 34, No. 9A, Pt. 1, March 1974, page 5671.

The purpose of this study was to investigate the differences in the frequency of overt cheating behavior between the competency based teacher education program and the traditional education program; the relationship between a measure of attitudes toward cheating and overt cheating behavior; the relationship between level of self-actualization and overt cheating behavior; the relationship between the demographic

variables of sex, level of achievement, scholastic aptitude, age, and academic classification and overt cheating behavior. One hypothesized relationship reached significance in this study. Scholastic Aptitude Test Math scores were shown to have a significant relationship to overt cheating and non-cheating behavior. Students with higher Scholastic Aptitude Test Math scores tended to cheat less than students with lower scores.

43. Williams, F. Neil. Cheating in the Classroom. Improving College and University Teaching, Vol. 17, No. 3, Summer 1969, pages 183-184. EJ 006 874.

A study of classroom cheating was undertaken to determine if students would cheat on examinations provided they were given the opportunity to do so, and to determine the attitude of the same students toward dishonest behavior in academic classes. Three examinations were taken by 37 sophomore and junior psychology students. They were graded without placing marks on the papers, then returned to the students, who graded their own papers. An analysis of the dishonest behavior, and the results of questionnaires concerning the attitudes of these students toward cheating are presented.

44. Zastrow, Charles H. Cheating Among College Graduate Students. Journal of Educational Research, Vol. 64, No. 4, December 1970, pages 157-160. EJ 030 900.

Forty-five graduate students received three quizzes in one of their courses, and also filled out the Minnesota Multiphasic Personality Inventory (MMPI) and a questionnaire on cheating. The main findings were: (1) the incidence of cheating among these graduate students - at least eighteen of the forty-five graduate subjects cheated on the quizzes; (2) pressure to obtain good grades was the main reason subjects felt they cheated in the past; (3) there was a lack of consensus whether certain behaviors constitute cheating; (4) no significant personality differences were found between cheaters and non-cheaters; (5) the MMPI results provided evidence in support of the doctrine of specificity of moral behavior.

GENERAL DISCUSSION

45. Aronson, Elliott, and Mettee, David R. Dishonest Behavior as a Function of Differential Levels of Induced Self-Esteem. Journal of Personality and Social Psychology, Vol. 9, No. 2, Pt. 1, 1968, pages 121-127.

After taking a personality test, 45 female students were given false feedback aimed at temporarily inducing either an increase, a decrease, or no change in their self-esteem. They were then allowed to participate in a game of cards, in the course of which they were provided with opportunities to cheat under circumstances which made it appear impossible to be detected. Significantly more people cheated in the low self-esteem condition than in the high self-esteem condition. A chi-square evaluating cheater frequency among the high self-esteem, the no information (no change in self-esteem), and the low self-esteem conditions was significant. Results are discussed in terms of cognitive consistency theory.

46. Ascione, Frank R., and Burchard, John D. Effects of Surveillance and Punishment on the Cheating Beavior of Two Delinquent Retardates. April 1971. 18 pages. ED 053 423. MF $0.76. HC $1.58.

Through an experimental analysis, this study demonstrates characteristics of both observer-produced and punishment-produced suppression of cheating behavior. The research procedure, designed to eliminate the interpretative difficulties of prior, comparable research, is fully elaborated. Two delinquent, retarded, adolescent boys served as subjects. Results indicate that both surveillance and punishment produced more longlasting suppression, it also resulted in a disruption of the subjects' performance, reflected in decreased accuracy and bursts of responding, which surveillance did not produce. Implications are discussed.

47. Bowers, William J. Student Dishonesty and Its Control in College. December 1964. 291 pages. ED 003 834. MF $0.76. HC $14.59.

Academic dishonesty on college campuses was studied. Data were collected by a questionnaire sent to a nationwide representative sample. Questionnaires were first sent to deans of students and student body presidents. Responses were obtained from more than 600 deans and 500 student body presidents. The data provided ideas and problems to be studied more intensively in the second stage of the study. Questionnaires were then sent to a sample of students drawn from 99 schools represented by deans and student body presidents of the previous stage. Completed questionnaires were received from 5,000 students. The report of analyses included (1) the problem of academic dishonesty in context, (2) the setting in which academic dishonesty occurs, (3) measures of cheating, (4) academic performance and cheating, (5) value-orientation and cheating, (6) high school experiences and cheating, (7) peer disapproval and cheating, (8) college characteristics and the level of academic dishonesty, and (9) institutional arrangements for controlling academic dishonesty. A major finding indicated that members of the campus community grossly underestimated the magnitude of the problem --at least half the students had engaged in some form of academic dishonesty. Further activities were suggested to explore the effects of various background factors on a student's personal sense of disapproval of cheating.

48. Brown, Frank K. Experimental Control of Cheating: A Study of the Effects of Punishment, Surveillance, and Verbal Instructions. Dissertation Abstracts International, Vol. 30, No. 8A, 1970, pages 3543-3544.

This thesis represents an attempt to apply the techniques of experimental control to the study of "deviant" behavior. Subjects played a game in which they were supposed to match responses on two buttons with two associated stimulus-lights. M&M reinforcement was delivered for both correct and incorrect matching responses on button 1, but neither correct nor incorrect responses on button 2 were reinforced. Incorrect responses were violations of the rules of the game and defined as cheating. When cheating was established and a relatively stable baseline achieved, several manipulations were introduced and their effects evaluated. There were three major findings. (1) Intermittent punishment was less effective in reducing cheating than continuous punishment. (2) Only one of the four subjects failed to cheat in the presence of an observer. The others continued to cheat until additional manipulations were paired with the observer's presence. (3) Verbal instructions concerning the contingencies did not reduce cheating. It was not until the contingencies were actually experienced that cheating decreased.

49. Burchard, John A. A Methodology for Conducting an Experimental Analysis of Cheating Behavior. Journal of Experimental Child Psychology, Vol. 10, No. 2, October 1970, pages 146-158. EJ 030 589.

Data from 2 mildly retarded, adolescent boys are presented to demonstrate how variables, e.g., surveillance, task difficulty and punishment influence the frequency of their cheating behavior. Subjects responded to a light signal flashed at 15 second intervals and were rewarded for correct responses by candy and a redeemable token. After training was completed, subjects guessed when the now hidden light was on. Cheating responses were recorded when subjects attempted to uncover light to see if it was on. Although the data suggest some strong effects from the variables, there was insufficient replication to warrant meaningful generalization.

50. Centra, John A. College Freshman Attitudes Toward Cheating. Personnel Guidance Journal, Vol. 48, No. 5, January 1970, pages 366-373. EJ 014 223.

This article proposed to study characteristics of students with lenient attitudes toward cheating and to identify the types of colleges that enroll these students. By using a sample of 1,500 students, it was found that those with lenient attitudes toward academic cheating shared similar attitudes about cheating in government and industry. Furthermore, these students tended to be less academically motivated, have fewer artistic-literacy interests, and come from lower socioeconomic backgrounds. From the use of a sample of 119 institutions, it was found that those enrolling students with strong attitudes against cheating were generally more selective, all-female, and small in size.

51. D'Amato, Nicholas J. Aspiration Level and Cheating Behavior in First Grade Children as Related to Socioeconomic Status and Maternal Aspiration for the Child. Dissertation Abstracts International, Vol. 34, No. 10B, April 1974, pages 5163-5164.

Information relative to socioeconomic status was provided by the occupation and job description of the head of the household. Information relative to parental aspiration level was provided by the mother's response to the questions relative to her desires concerning her child's education and future occupation, and by the rating of the mother by the child's classroom teacher. Information relative to child aspiration level was provided by the scores which the child expected to attain on the Rotter Board. Information relative to cheating behavior was provided by a comparison of the child's recorded scores with the assistant's record of the child's scores for trials run on the Rotter Board in the assistant's absence. Information relative to the effects of two types of adult reaction to cheating behavior in cheaters and noncheaters was provided by a comparison of cheating behavior in a second series of Rotter Board trials, after the assistant had responded either enthusiastically or disappointedly to the child's scores on the first series of trials. The results obtained showed both aspiration level in children and cheating behavior in children to be significantly related to maternal aspiration level, but not to family socioeconomic status. Increased cheating behavior was not related to prior cheating or to adult reaction.

52. DeVries, David L., and Ajzen, Ecek. The Relationship of Attitudes and Normative Beliefs to Cheating in College. Journal of Social Psychology, Vol. 83, No. 2, April 1971, pages 199-207. EJ 039 995.

Previous research on cheating in college has centered on the relation between biographical variables, e.g., religiosity, grade point average, sex, etc., and the evidence of cheating. An attempt was made to predict cheating intentions and self-reports of actual cheating from attitudes toward such behavior and normative beliefs about it, based on a theoretical model proposed by M. Fishbein. One hundred forty-six undergraduates served as subjects. The biographical indices showed little or no relation to amount of cheating. In contrast, cheating intentions and self-reports of cheating correlated highly and significantly with the predictors in Fishbeing's model. Findings support the predictive power of the model under consideration.

53. Dienstbier, Richard A. The Role of Anxiety and Arousal Attribution in Cheating. Journal of Experimental Social Psychology, Vol. 8, No. 2, March 1972, pages 168-179.

Previous research is noted which indicated that anticipating arousal symptoms (rather than benign) from a placebo pill reduced inhibiting emotion in men but not in women, resulting in more cheating. Experiment I, with 167 male undergraduates, tested whether the placebo effect was due to mere attention to arousal symptoms, or whether attribution to the pill was required. In the placebo-attribution condition, the arousal placebo facilitated cheating. The effect did not occur for symptom-attention controls who received no pill. In Experiment II each of 206 female undergraduates received the benign or arousal placebo under one of four stress levels. More cheated with the arousal placebo only under low stress. The interaction of attribution manipulations with the conflicting emotions of the cheating situation is discussed.

54. Dienstbier, Richard A., and others. An Emotion-Attribution Approach to Moral Behavior: Interfacing Cognitive and Avoidance Theories of Moral Development. Psychological Review, Vol. 82, No. 4, July 1975, pages 299-315. EJ 123 733.

A theory is presented concerning the impact of attributions about the causes of emotional responses as they influence self-control in temptation situations. Research is reviewed indicating a high level of adult sensitivity to external influence in making such causal attributions. Two studies are presented in which the posttransgression emotions of second-grade children are labeled shame (because of being found out) or guilt (due to the transgression itself); when a similar situation was subsequently represented as safe from detection, shame-condition children transgressed 60-80 percent more than guilt-condition subjects. It is suggested that emotional arousal elicited in temptation situations because of past punishment or options that are inconsistent with the self-image is necessary but not sufficient unless attributed to a relevant cause. The literature on the relative effectiveness of moral socialization techniques is discussed with respect to the theory; the relevance to cognitive dissonance and to overjustification approaches to motivation is discussed; and an integration of social-learning and cognitive-developmental theories is approached.

55. Dmitruk, Victor M. Intangible Motivation and Resistance to Temptation. Journal of Genetic Psychology, Vol. 123 (First Half), September 1973, pages 47-53. EJ 086 547.

Temptation behavior was studied in four groups of elementary school children (control, please-experimenter, competition, please-experimenter/competition) in an attempt to assess the influence of intangible incentives upon resistance to temptation. The results indicated that the frequency of transgression in both young and old males was unrelated to the experimental manipulations. Female subjects, on the other hand, while unresponsive to "experimenter warmth," exhibited a much higher incidence of cheating when given a competitive set. This was true of both young and old females. The implications of these findings for research using measure of resistance to temptation are discussed.

56. Grossman, Rose. Breaking Teacher Taboos. Mathematics Teaching, Vol. 65, December 1973, pages 4-9. EJ 091 791.

Equating cheating with clever solutions, copying with learning from observing a neighbor's work, and the notion that noise in a room is not conducive to learning are discussed. The author describes workshop situations in which teachers became aware of the burden such misplaced taboos place on their students' learning.

57. Harp, John, and Taietz, Philip. Academic Integrity and Social Structure: A Study of Cheating Among College Students. Social Problems, Vol. 13, No. 4, 1966, pages 365-373.

Conceiving of cheating as an adaptive form of behavior resulting from an acceptance of institutionalized goals but not the institutionalized means,

the immediate social environment is emphasized, questioning whether students are socialized to a covert norm of cheating, and whether there are structures which facilitate this process and provide solutions for students with adaptive problems. The results affirm the dominant influence of the social milieu and offer evidence of the fraternity system as a type of opportunity structure which facilitates illegitimate adaptive solutions for students who score low on ability to perform. Other data indicate that cheating is highest during junior and senior years, and that a larger amount of cheating occurs in vocationally oriented colleges than in those which do not share this emphasis.

58. Henshel, Anne-Marie. The Relationship Between Values and Behavior: A Developmental Hypothesis. Child Development, Vol. 42, No. 6, December 1971, pages 1997-2007. EJ 056 622.

The hypothesis that older children show a stronger value-behavior relationshop than younger children was investigated within the framework of the developmental literature. Schoolgirls in the fourth through seventh grades were given an anonymous questionnaire to detect certain values. A week later the subjects were provided with an opportunity to cheat within their regular classroom context. The hypothesis was confirmed: the negative correlations between honesty scores and number of cheating incidents rose steeply from the lower (younger) to higher (older) grades. Distinctive characteristics of this study are discussed.

59. Hill, Robert B. Merton's Role Types and Paradigm of Deviance. Dissertation Abstracts International, Vol. 30, No. 10A, 1970, page 4562.

The main objective of this study is to determine the extent to which individual role adaptations, peer group influence, social context, and family influence, simultaneously and separately, affect the rates of cheating among tenth grade students. It attempts to achieve this end by employing a paradigm of Merton's that simultaneously relates individual anomia, social interaction, collective anomie, and rates of deviance. It was concluded that social scientists have three alternatives to anomie -- altruism, fatalism and egoism -- that can be used as measures of social context in analyses of deviant behavior; and to adequately account for rates of deviance, investigators should assess the separate and simultaneous effects of individual adaptations, peer group associations, and collective adaptations.

60. Hill, Robert B. Parent and Peer Group Pressures Toward Deviant Student Behavior. 1968. 279 pages. ED 019 706. MF $0.76. HC $14.59.

The purpose of this project was to determine the extent to which the following four factors, simultaneously and separately, affect the rates of cheating among 10th grade students: (1) individual role adaptations, (2) peer group influence, (3) social context, and (4) family influence. A paradigm (Merton's) that relates individual anomia, social interaction, collective anomie, and rates of deviance was employed. Some 524 students from 22 classrooms in eight communities of four types (city, suburban, small town, and rural) were systematically classified into four of Merton's

modes of adaptations: conformity, ritualism, innovation, and retreatism. Some major findings are: (1) the greatest pressure for cheating is upon students who are middle class, average or above average, residents of small towns or suburbs, and innovators, (2) small social class differences exist in rates of cheating, and (3) individual adaptations have strong independent effects upon cheating rates.

61. Jacobson, Leonard I., and others. Individual Differences in Cheating During a Temptation Period When Confronting Failure. Journal of Personality and Social Psychology, Vol. 15, No. 1, May 1970, pages 48-56. EJ 022 032.

The effects of social desirability, need for social approval, self-satisfaction, and sex differences on the tendency to cheat when confronted with failure were investigated. Two hundred seventy-six undergraduates were placed in a temptation situation in which they failed to meet social norms unless they cheated during a temptation period in which it appeared that cheating would be undetected. The two groups that were found to demonstrate the most extensive cheating were women scoring high on the self-satisfaction measure and subjects scoring high simultaneously on both the need for approval and self-satisfaction measures. It was found that men did not cheat significantly, that they demonstrated a greater expectancy of success and a higher level of aspiration than women, and that high scorers on the social desirability scale demonstrated a greater expectancy of success than low scorers.

62. Jacobson, Leonard I., and others. Self-Esteem, Sex Differences, and the Tendency to Cheat. Proceedings of the 77th Annual Convention of the American Psychological Association, Vol. 4, Pt. 1, 1969, pages 353-354.

Two hundred seventy-six undergraduates were placed in: (1) an experimental condition in which they failed to meet social norms on a coding task unless they cheated during a temptation period; or (2) a control condition that was similar to the experimental condition except that no opportunity for cheating was given. Men demonstrated a greater expectancy for success and a higher level of aspiration than women, but the latter achieved a higher level of actual performance. Women and high self-esteem subjects demonstrated significant cheating, and this tendency was greatest for women of high self-esteem; men and low self-esteem subjects did not show a significant tendency to cheat.

63. Johnson, Charles D., and Gormly, John. Academic Cheating: The Contribution of Sex, Personality and Situational Variables. Developmental Psychology, Vol. 6, No. 2, March 1972, pages 320-325. EJ 055 104.

Behaviorally measured cheating among 113 fifth graders in relation to personality and situational variables was examined. The traditional duplicating technique for measuring cheating was compared to a more unobtrusive measure. Personality tests included the Intellectual Achievement Responsibility Questionnaire; and IQ records were also obtained. It was found that the unobtrusive measure was associated with a higher incidence of cheating. It was also demonstrated that the previously reported relationship between academic ability and cheating was largely attributable

to the obviousness of the assessment measure. Several interactions between sex and cheating indicate that females cheated in response to consistently unfavorable self-perceptions, while males were influenced by immediate situational factors.

64. Kanfer, Frederick H., and Duerfeldt, Pryse H. Age, Class Standing, and Commitment as Determinants of Cheating in Children. Child Development, Vol. 39, No. 2, 1968, pages 545-557.

In a guessing game, in which the probability of correct guesses was near zero, frequency of undeserved self-rewards was examined as a function of (1) age (second-fifth grade), and (2) designation of undeserved self-rewards as cheating, (3) addition of visual-motor cues to enhance commitment and provide clear criteria for self-reward, and (4) class standing as rated by teachers. Frequency of undeserved self-rewards also was related to class standing. Interactions among main variables were found and several supplementary factors were examined. The results point to a joint interaction of situational variables and individual differences in determining frequency of inappropriate self-administered rewards.

65. Knowlton, James Q., and Hamerlynck, Leo A. Perception of Deviant Behavior: A Study of Cheating. Journal of Educational Psychology, Vol. 58, No. 6, Pt. 1, 1967, pages 379-385.

Two investigations of "cheating" were conducted; one at a small liberal arts college, and the other at a large metropolitan university. Anonymous questionnaires were administered to representative samples of the two student bodies, and relationships between the extent of admitted cheating behavior, estimates of the amount of cheating within the college or university, and attitudes toward cheating were determined. Subjects who classified themselves as cheaters tended to give higher estimates of the extent of cheating by others than did noncheaters. These same subjects tended to be less condemning of cheating, and to explain cheating as being due to environmental pressures. The noncheating described the cheater as having a basic personality defect. (Reservations concerning this conclusion were made.) Of three classes of situations thought conducive to cheating -- adverse physical conditions in the classroom, inadequate tests and testing procedures, and instructor failings -- instructor failings were considered most responsible for cheating by both the cheater and noncheater groups. Differences between cheaters and noncheaters were observed on both personal and demographic levels. Alternative explanations of the findings are considered.

66. Lewis, David M. Cheating as Related to the Social System in a University. 1965. 109 pages. ED 003 679. MF $0.76. HC $5.70.

An instrument was developed which could be used to investigate university students' perceptions of situations which constitute cheating. Also an instrument was developed to investigate students' perceptions of the willingness of faculty members to relate to them in a variety of ways and situations. The perception of teachers as unwilling to relate to the student was interpreted as social isolation. Scalogram analysis (Guttman

Scaling) was used to evaluate responses and to determine whether the items used in questionnaires were correctly perceived by the respondents. Evidence from the study indicated that there were stable perceptions of the relative degree to which various behaviors constitute cheating. The perceptions were related to the sex of the student and perceptions of willingness of teachers to relate to them. A high percentage of those male students who are socially isolated from faculty members consider more situations as not cheating than those students not isolated from the faculty.

67. Maple, Robert, and Woroszylo, Dennis. School Grades and Report Cards Help to Reward and Reinforce Dishonesty. Illinois School Research, Vol. 6, No. 3, May 1970, pages 51-55. EJ 022 100.

The cheating behavior of students at an all male, private boarding school was studied. Differences between freshmen and seniors and between high achievers and low achievers are reported. Peer, parental, and cultural pressures are discussed as potential causes of cheating.

68. Millham, James F. Evaluative Dependence and Cheating. Dissertation Abstracts International, Vol. 33, No. 9B, March 1973, page 4522.

It was hypothesized that the normatively anchored behavior of evaluatively dependent subjects results from a motive to avoid disapproval and that such subjects will, in fact, violate social norms (i.e., cheat) so as to avoid negative evaluation. The subjects completed 50 trials of a simulated serial prediction task in which they either failed or succeeded to meet the false norms provided by the experimenter. The serial prediction task was presented as a measure of intelligence. The subjects could cheat by reporting a higher score than they did, in fact, receive. A positive correlation between evaluative dependence and cheating to avoid failure was found. Further results are discussed.

69. Montor, Karel. Cheating in High School. School and Society, Vol. 99, February 1971, pages 96-98. EJ 032 876.

In the winter of 1968, one American high school newspaper conducted a survey to determine the amount of cheating taking place, and the attitude of the students towards cheating. Naturally, the results provoked much comment and curiosity: this study is a product of that curiosity. The author spent an hour discussing cheating with nine classes in the school, centering the discussion around the questions: "What is and is not cheating?" "Do grade schools give any indoctrination about cheating?" "Does cheating become a habit?" "Should something be done about cheating?" and "How can cheating be avoided?" The students openly discussed these questions trying to find a solution to cheating, which they all thought to be a problem. A synopsis of their discussions and suggested methods to curtail cheating are presented.

70. Mumbauer, Corinne C., and Gray, Susan W. Resistance to Temptation in Young Negro Children in Relation to Sex of the Subject, Sex of the Experimenter and Father Absence or Presence. 1969. 11 pages. ED 032 138. MF $0.76. HC $1.58.

One of the differences in child development caused by the mother-dominant, father-absent structure of disadvantaged Negro families might be the differential development of resistance to temptation in male and female children. It would be expected that girls would be more resistant than boys, that girls would show no difference whether their father was at home or not, and that father-present boys would be more resistant than father-absent boys. To test these hypotheses, 96 disadvantaged Negro 5-year-olds (evenly divided for sex, father presence, and sex of the experimenter) were taken individually to a room and left alone to play a bean bag game after an experimenter had explained the rules to them and how they could win a prize. Resistance to temptation, in terms of not cheating, was recorded by a hidden observer. The results failed to support the hypotheses. In one of the few significant findings, father-present children resisted temptation more with an opposite sex rule-giver. Also, there appeared to be a trend for father-absent children to resist temptation more with male rule-givers. This effect is explainable by the concept of deprivation of adult male social rewards. The same or a similar paper is available in Child Development, Vol. 41, No. 4, December 1970, pages 1203-1207.

71. Oaks, Harold R. Cheating Attitudes and Practices at Two State Colleges. Improving College and University Teaching, Vol. 23, No. 4, February 1975, pages 232-235. EJ 128 003.

Results of a student questionnaire survey on cheating at two colleges in Maryland and Nebraska are reported. Findings show that there is a need for definition of what constitutes cheating and that the degree of overt attention to cheating does not indicate the severity of the problem. Recommendations are made for faculty involvement in solutions.

72. Parrott, Fred J. How To Cheat the Cheaters. Improving College and University Teaching, Vol. 20, No. 3, Summer 1972, pages 128-130. EJ 064 300.

By removing some of the causes as well as the opportunities to cheat, the emphasis of an "academic institution of higher learning" may return to providing knowledge and understanding, rather than grades. Several practical methods for the alleviation of cheating are presented.

73. Pendleton, James D. Education for Honesty? Today's Education, Vol. 64, No. 2, March-April 1975, page 72. EJ 131 706.

After seeing a student cheating on an exam, the idea of teaching honesty in a metropolitan college was discussed with other teachers. The prevailing sentiment was that dishonesty predominates, and that, in teaching, it must be ignored or at least the students should be allowed to deal with it in their own way. An alternative view is suggested here.

74. Riley, Russell H. Cheating Propensity of High School Students as a Function of Certain Key Perceptions. Dissertation Abstracts, Vol. 28, No. 7A, 1968, pages 2455-2456.

The purpose of this study was to ascertain the extent to which certain key variables were related to cheating propensity of high school students. The

variables considered were: self-concept; study habits and attitudes; sex; grade; ability; post-high school plans; grades earned; parents' marital status; religious affiliation and/or church attendance; attitudes toward school and teachers; parents' education; and student perception of the interest level of course content, quality of teaching, difficulty and meaningfulness of the tests. Conclusions are discussed.

75. Ross, Dorothea, and Ross, Sheila. Leniency Toward Cheating in Preschool Children. Journal of Educational Psychology, Vol. 60, No. 6, Pt. 1, December 1969, pages 483-487. EJ 012 924.

Two parallel sets of incomplete picture stories concerned with a story child's misdemeanors were administered to 40 children before and after they participated in a maze game in which winning a prize depended on breaking a rule and to 20 controls who did not have the maze game. The hypothesis was confirmed that rule breakers in the maze game became more lenient toward the story child's misdemeanors, while conformers became more severe. The controls did not differ.

76. Rowe, Robert N. What Place Has College in a Young Man's Life? Phi Delta Kappan, Vol. 52, No. 2, October 1970, pages 88-89. EJ 026 447.

The example presented is a college athlete, who, unable to meet both the physical and mental demands of college, is faced with many opportunities to cheat, all of which seem to be widely accepted by both students and faculty. If colleges set an example of dishonesty, changes must be made; colleges and universities should exhibit, reflect, and insist upon honesty.

77. Sandgren, Duane. The Characteristics of Hartnell Students. 115 pages. ED 014 947. MF $0.76. HC $5.70.

Four major studies of the characteristics of Hartnell College students were made during the 1965-66 year. (1) Scores were reported for a variety of entrance tests (American College Testing Program, Scholastic Aptitude Test, School and College Ability Tests, Cooperative English Test, and Davis Reading Test), and a profile of the typical entering freshmen was compiled, accompanied by tabulated information about age, marital and dating status, family income, plans and goals, and high school grades. (2) The Mooney Problem Check List was administered to 448 freshmen. Problems identified as "serious" or "common" were tabulated, and students' comments were listed. (3) A survey of graduates' opinions about cheating during examinations included their ideas about the incidence of cheating, penalties, improvement of examination procedures, the honor system, and solutions for cheating problems. (4) A followup study of the classes of 1956, 1961, and 1965 provided information about success of transfer students, occupations, adequacy of the junior college program, future plans, opinions about cocurricular programs, and general reactions to the junior college experience.

78. Schab, Fred. Cheating: Comparison of College Bound and Non-College Bound Pupils. Clearing House, Vol. 44, No. 3, November 1969, pages 179-181. EJ 012 922.

A survey of their attitudes, beliefs, projected behavior, admitted behavior, and ideas about deceit in school and in contemporary society was answered by 1569 high school students in northeast Georgia. A comparison of college bound and non-college bound students was undertaken. From the predominance of statistically nonsignificant differences, it was concluded that a separation of high school students on the basis of their college plans is not conducive to the discovery of differences in reactions to the questions offered for their consideration.

79. Schab, Fred. Cheating in High School: A Comparison of Behavior of Students in the College Prep and General Curriculum. Journal of Youth and Adolescence, Vol. 1, No. 3, November 1972, pages 251-256.

Five hundred fifteen college prep and 744 general students from 22 high schools responded to questions regarding cheating in and outside of school. More similarities than statistically significant differences were found in a comparison of their responses. From 25-75 percent of their peers were estimated to be cheaters. Boys were more often guilty than girls. Cheating in mathematics was most common. Failure was the agreed upon punishment for apprehension, to be administered by the teacher. Neither group would "squeal" on a cheater. A similar number of each would cheat in a pinch. Both have turned in the work of others. Students in both curricular areas agreed that cheating transferred from school to job. Breaking a law was considered a form of dishonesty. However, more college prep students admitted trying to cheat on tests while fewer of them would resort to plagiarism or lie to their parents about school. More general students felt that cheating hurt the cheater and few would trust one.

80. Schab, Fred. Cheating in High School: Differences Between the Sexes. Journal of the National Association of Women Deans and Counselors, Vol. 33 No. 1, Fall 1969, pages 39-42. EJ 010 288.

In this study of sex differences in cheating, 1629 northeast Georgia high school students were asked to tell what they believed was going on, what they themselves would do in certain situations, what they admitted having done, and their opinions about the effects of cheating and its prevalence in our society. Among other findings, fear of failure was listed as the main cause of cheating, followed by student laziness, need to satisfy parental demands for good grades, and the ease with which cheating could be accomplished. Although adolescent boys and girls differ in some particulars, they appear to participate in the common struggle to avoid the punishment and embarrassment of failure.

81. Schab, Fred. Honor and Dishonor in the Secondary Schools of Three Cultures. Adolescence, Vol. 6, No. 22, Summer 1971, pages 145-154. EJ 038 825.

The beliefs of students in Georgia, Quebec and Scotland regarding dishonesty were studied using a questionnaire. Differences and similarities are discussed.

82. Schab, Frederick. Our Kids Cheat, Too. Journal of Industrial Arts Education, Vol. 28, No. 4, March-April 1969, pages 24-25.

In a survey made of high school students attending 22 northeast Georgia institutions, 191 were found to be enrolled in the industrial arts curriculum. The survey was aimed at discovering their attitudes about projected and admitted practices and beliefs concerning the incidence of cheating in their schools. The pessimism of these subjects, all of whom were males, about the honesty of high school pupils was revealed in their conviction that all of them cheat at some time or other; that boys are far more guilty than girls; and that the poorer achievers among them are the worst offenders. Further results are discussed.

83. Schab, Fred, and Calhoun, C. C., Ed. Research: Attitudes of High School Business Students Toward Deceitful Behavior. Business Education Forum, Vol. 23, Special Issue, May 1969, page 47. EJ 004 248.

Of 1629 northeast Georgia high school students surveyed in regard to the question of deceit, 310 were enrolled in the business education curriculum. These students were quite pessimistic about the number of their peers in all curriculums who are guilty of cheating in high school; and they felt that males cheated more often than females and poor achievers more often than the better students.

84. Shelton, Jev, and Hill, John P. The Effects on Cheating of Achievement Anxiety and Knowledge of Peer Performance. 20 pages. ED 023 132. MF $0.76. HC $1.58.

Cheating, operationally defined as the falsification of scores on a word construction task, was found, as predicted, to be influenced by achievement anxiety and knowledge of the performance of a peer reference group in 111 high school subjects. However, achievement anxiety was positively correlated with cheating only when knowledge of reference group performance was provided. Likewise, providing subjects with knowledge of the reference group's superior or inferior performance elicited cheating only at high anxiety levels. The results are interpreted in terms of the general hypothesis that cheating is a response instrumental to the avoidance of aversive social consequences. This or a similar paper is also available in Developmental Psychology, Vol. 1, No. 5, 1969, pages 449-455.

85. Steininger, Marion. Attitudes Toward Cheating: General and Specific. Psychological Reports, Vol. 22, No. 3, Pt. 2, 1968, pages 1101-1107.

College freshmen were given one of two questionnaires, which asked how justified cheating would be in each of 32 situations. In one questionnaire, the situational variables were the interest level of the course, the meaningfulness of tests, their difficulty, the teaching of the professor, and whether he leaves or stays during tests. In the other questionnaire, the variables were the warmth of the professor, the frequency with which he discovers cheating, the meaningfulness of the tests, whether they are essay or objective, and the student's grade in the course. The extent to which a student said cheating was justified was hypothesized to be a compromise between a negative attitude toward cheating in general and the need to defend it because situational pressures result in the temptation to cheat. The

data showed the predicted curve of conformity for "good" situations, as well as the predicted deviation from this curve for "bad" situations. In contrast to previous data, it was found that the women said cheating was justified as often as and to the same degree as the men.

86. Stephenson, Geoffrey M., and Barker, John. Personality and the Pursuit of Distributive Justice: An Experimental Study of Children's Moral Behavior. British Journal of Social and Clinical Psychology, Vol. 11, No. 3, September 1972, pages 207-219.

A study was extended which reported that the effect of privileged or deprived status on cheating for gain by ten-year-old boys depended on how that status was achieved. Privilege encouraged cheating only if it was justified. Deprivation encouraged cheating only if it was unjustified. Results of a study with 80 ten-year-old boys, given the Eysenck Junior Personality Inventory, confirm that finding but suggest that the effect was limited to introverted subjects. Extroverts did not show the expected interaction between status and its source. This may be because extroverts are less susceptible to moral considerations or because they redress injustice in ways other than by cheating for gain. There was no evidence overall that extroverts cheated more than introverts.

87. Vitro, Frank T. The Relationship of Classroom Dishonesty to Perceived Parental Discipline. Journal of College Student Personnel, Vol. 12, No. 6, November 1971, pages 427-429. EJ 046 880.

The results of this study suggest that incorporation of values and standards of morality is most favorable when parental discipline does not involve extreme techniques. Also, individuals who tend to resort to methods of dishonesty in the classroom generally fall in the category of low achievers.

88. Workie, Abaineh. Deceptiveness in Cooperation and Competition. Journal of Moral Education, Vol. 3, No. 2, February 1974, pages 159-165. EJ 093 883.

The present study hypothesized that deceptive activities characterize a pure competitive situation more than a mixed cooperative and competitive situation, and the latter more than a pure cooperative situation.

89. Wright, John C., and Kelly, Richard. Cheating: Student/Faculty Views and Responsibilities. Improving College and University Teaching, Vol. 22, No. 1, Winter 1974, page 31. EJ 094 720.

Questionnaires distributed to both students and faculty sought data on the types of behavior that constitute cheating, the amount of cheating observed on campus, and the attitudes of students and faculty toward it. Cumulative grade point averages were also obtained to determine whether academic achievement was in any way related to cheating. A detailed analysis of the results is presented.

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